

371
W46f

FORMS

FOR

CRITICISM LESSONS

BY

J. WELTON, M.A.,

PROFESSOR OF EDUCATION AND MASTER OF METHOD AT
THE LONDON UNIVERSITY,

WITH A PREFACE BY

W. SCOTT COWARD, M.A.,

H.M. INSPECTOR OF TRAINING COLLEGES

London:

MACMILLAN AND CO., LIMITED

FOR THE MACMILLAN COMPANY,

1900.

THE UNIVERSITY
OF ILLINOIS
LIBRARY

371
W46f

Return this book on or before the
Latest Date stamped below. A
charge is made on all overdue
books.

University of Illinois Library

FORMS FOR CRITICISM LESSONS

BY
J. WELTON, M.A.,

PROFESSOR OF EDUCATION AND MASTER OF METHOD AT
THE LEEDS UNIVERSITY.

WITH A PREFACE BY
W. SCOTT COWARD, M.A.,
H.M. INSPECTOR OF TRAINING COLLEGES.

London:
MACMILLAN AND CO., LIMITED.
NEW YORK: THE MACMILLAN COMPANY.

1906.

W46f

First Edition, 1898.

Second Edition, 1902.

Reprinted, 1906.

PREFACE

I HAVE read Mr. Welton's excellent "Forms for Criticism Lessons" with great interest and pleasure, and have no hesitation in saying that I consider it a most valuable contribution to that side of our educational literature which may be best described as the practical side; for it deals with an important part of the training of teachers, that, namely, which concerns itself exclusively with their formation into intelligent instruments to convey knowledge into children's minds, with the main aim of using that knowledge to develope the mental faculties, and to mould into shape intellectual and moral character. Mr. Welton does not lose sight for a moment, however, of the necessity of principles; they are luminous everywhere throughout his book, and they form, as should ever be the case, the basis and groundwork upon which the whole of the practical superstructure stands.

The introduction contains much thoughtful material, condensed indeed, but clear and suggestive. Those portions which fall under the heads of Justice and Thoroughness seem to me specially worth consideration. The remarks upon what constitutes a true criticism, the need of preparation by the study beforehand by all of the lesson to be given, and upon the importance of all joining in the criticism freely, should be studied and digested by all normal masters and mistresses.

Most worthy of note, too, is the passage in which the importance of every student recording for himself the progress of the lesson with the search lights afforded him in the headings to guide his observation, and in which the value of recording the criticisms of the criticisms given are dwelt on. Such a record Mr. Welton well describes as a *vade mecum* which the student should carry with him in his professional life.

Too many of the criticism lessons one hears are comparatively valueless, because they deal with forms and not with spirit. They are perfunctory, and therefore barren of result, because they have no definite aim beyond the creation of an outer shell of a correct observance of stereotyped forms. The conduct of this most important branch of normal training upon the method and in the spirit suggested in Mr. Welton's little book, would speedily breathe a new and stronger life into it; and our young teachers would leave their colleges with a wider view of their work, and with minds better trained to quicken the intelligence of their scholars into disciplined activity.

I very heartily recommend the book to all who are connected with the training of teachers whether in primary or secondary schools.

W. SCOTT COWARD,

H.M. Inspector of Training Colleges.

218886



Digitized by the Internet Archive
in 2016

<https://archive.org/details/formsforcriticis00welt>

INTRODUCTION

NO exercise in the practical training of a teacher can be made more valuable than criticism of actual lessons. It is with the hope of aiding those engaged in this work to obtain from it the greatest amount of good that the present book has been prepared.

The First Part consists of an enumeration, as exhaustive as the author can make it, of points to which attention should be directed. This is intended to be read before the lesson begins, but only to be occasionally referred to during the actual criticism exercise. The need for such reference will become less and less as experience in criticizing is gained. The Second Part comprises eighty forms for use in actual criticism lessons. The brief notes under each head in these forms are intended to bring to the mind the kind of questions suggested in Part I. But it must be constantly remembered that a mere answering of set questions is not criticism. A successful criticism exercise is a thorough discussion of a definite example of special method. It is not primarily an inquiry into how a certain *teacher* has succeeded, but into the conditions of success in presenting a certain *subject* to a certain *class*. Although, therefore, the discussion centres round the work of an individual, it is really to a large extent impersonal, and, certainly, no suspicion of personal feeling should ever enter into it.

The essential qualities of a good criticism are justice, thoroughness, and fruitfulness. A few words may be said under each head.

1. Justice.—A *just* criticism is one directed to the lesson in all its aspects—not simply a pointing out of faults; it takes account of all the particular circumstances under which the lesson was given; it estimates truly the relative importance of the points to which criticism—whether favourable or unfavourable—is directed. The personal element is more conspicuous from this point of view than from either of the others.

2. Thoroughness.—A criticism is *thorough* only in so far as it finds reasons for its estimate in a consideration of the processes by which the minds of the pupils attain knowledge. A judgment which is a mere expression of opinion is, indeed, not a criticism at all. A real criticism not only expresses an opinion but gives reasons for it.

To make a critical discussion thorough, everyone present should be free to take part in it, and the criticisms themselves should be critically discussed. Often, indeed, the best criticism on a lesson is contributed by the teacher who has just given that lesson, and who has felt his successes and failures during its course as no mere onlooker could. He can give his reasons for proceeding as he did, and can say whether the experience of the lesson has in any way modified his judgment. But no one can criticize thoroughly who has not thought out that particular lesson beforehand. It is, therefore, essential that the teacher who is going to give the criticism lesson shall publish a brief analysis of it at least one day before, and that all who will be present at the actual lesson shall make a copy of this analysis, consider its merits and demerits, and seek means of improving the proposed lesson. Space for entering this sketch of the lesson is provided in the forms in Part II.

3. Fruitfulness.—But no critical discussion can be thorough, without being at the same time *fruitful* in suggestions. All exhaustive discussion of what *has been* done involves consideration of what *might have been* done. Alternative methods of treating the whole lesson, different illustrations, other ways of awakening interest and intellectual effort, should spring out of the discussion, and be themselves discussed. This, again, can only be secured in any fulness when everyone present has thought out the lesson beforehand, and joins freely in the discussion.

The value of such a criticism exercise as has been sketched should not be transitory. The student's criticism book should be his *vade mecum* of suggestions for special method. In order that it may be this, however, it should record not only his own criticisms, but all that is valuable, both as

guidance from successful application of principles and as warning from faulty method and procedure, in the whole discussion. And this should be recorded, not as a mass of mere judgments of approval and disapproval, but as specific applications of general principles; in other words, the *reasons*, as well as the conclusions arrived at, should be briefly entered. A special space, headed "General Result of Discussion," is reserved in the forms for this purpose. Here should be entered the general principles which the discussion brings to light as applicable to such a lesson.

Some blank pages are provided at the end of Part II. for more general notes, for analyses of demonstration lessons, and for such subjects as general discussions of schemes of lesson series.

A few words may be added on the meaning in which several technical terms are employed. "*Method*" is used more strictly than in many English books on teaching. It is here confined to its logical application, which, in the words of the late Professor Croom Robertson, is the consideration of "how reasonings, when employed continuously upon any matter whatever, should be set forth to produce their combined effect on the mind."

Thus, regarded from the point of view of the teacher, Method is the order and form in which new knowledge is presented to the pupils; whilst, looked at from the side of the pupils, it is the process of mental activity by which the new knowledge is gained. These two aspects must unite: in other words, the method of teaching must be the method of learning. In every lesson the teacher's mind must go through the same processes as the minds of the pupils; though, of course, whilst their attention is fixed on the knowledge to be acquired, his is centred in the mental processes by which they acquire it. Considerations of Method of teaching must, then, involve examination of the matter to be taught; for Method is essentially a process by which mind deals with matter brought before it.

Now, methodical thought implies conception of end, and organization of means to attain that end. All Method is, therefore, relative to the purpose of the lesson or series of lessons. Unless this purpose is clearly apprehended by the pupils their learning cannot be methodical, though the teacher's own thought in presenting the lesson may be. The first step of Method is, then, a clear indication by the teacher of the end to be aimed at, and this indication should be so made as to stimulate desire and to direct attention. This must be done at the beginning of the lesson, but it is often necessary to recall the thoughts of the pupils to the purpose of the lesson in order to keep that purpose dominant throughout in the consciousness of each.

In the next place, organization of means implies a definite starting-point. Consequently, the teacher should begin to work out his purpose by directing the pupils' attention to the knowledge they already possess which bears on that line of thought, and should lead them to arrange that knowledge in such a way that the new thought-process sets out easily and safely from it.

Having thus started the pupils' thoughts in a definite line the next essential is to present the new thought-material in an order determined by the nature of the subject-matter, treated in relation to the attainment by the pupils of the purpose in view. The aim must be kept in mind throughout, and new appeals will be needed continually to old knowledge for illustration, comparison and contrast, and for showing relations between the new knowledge and the old. It is pedantic and harmful to attempt to complete the revival of previous knowledge before beginning to present the new matter: the introductory reference to former knowledge only gives the starting-point for thought.

The fourth essential of methodical learning is Systematization, i.e., the making the entire lesson into a whole of inter-related parts. This may take one of two forms, according as the lesson leads, or does not lead, to the apprehension and formulation of a general principle, rule, or definition. The explicit statement of each of these is a Generalization. In other cases all that is needful is to secure that the new knowledge is grasped and united with the old as a systematic whole. This is the main object of every form of Recapitulation.

Lastly, the value of every general principle or rule arrived at should be made evident by leading the pupils to see, in as many ways as possible, how it bears on various parts of their experience.

It is to be understood that these considerations of Method are applicable only to lessons the object of which is the development of knowledge and thought through mental activity. In Lessons of Construction—such as Drawing, Woodwork, &c.—in which the pupils learn through imitative or expressive physical activities, the Method Steps are:—(1) *Analysis* of object or idea to be reproduced; (2) *Construction*; (3) *Comparison* of copy with model, and correction.

“*Modality*”—or “*Procedure*”—is often vaguely included under “Method,” but it adds to clearness to separate them, and to include under “Modality” all that concerns the *mode* of teaching, or the ways, means, and devices by which the teacher presents the subject to the class.

In conclusion, a few hints on the mode of using this book may be of service. Several of those engaged in the training of teachers have expressed the opinion that more points are suggested than can be dealt with in any one lesson by any one student. It may be pointed out in reply that the study of Part I is intended to draw the attention of the student to the *kind* of enquiries that should be made. The actual criticism should never attempt to be a *seriatim* answering of the questions in Part I. But it is believed that the more detailed those questions are made the more adequately will a study of Part I prepare a student for criticism. Yet it remains true that every lesson has so many aspects that a beginner will do better work by concentrating his attention on one group of those aspects to the temporary and comparative neglect of others. The author believes it to be a good plan to train a class of beginners in reasoned analysis of lessons before criticism is attempted. Analysis of good teaching profitably precedes criticism of poor teaching. Such an analysis should set forth what has been done, seek reasons for it, and note its effects. Demonstration lessons are most usefully discussed in this way. After some practice in this the class may be divided into two divisions, each of which takes in successive lessons Method and Modality. The more personal questions under the head “Relation of Teacher and Class” are better discussed incidentally, or dealt with in private between the supervisor and the teacher. Each student will thus go through the whole critical exercise once during two lessons, and it is only when he can perform this partial criticism well that he should be recommended to undertake a more general criticism of a lesson. It may be added that every student’s written criticism should be carefully examined after each critical exercise.

J. W.

THE YORKSHIRE COLLEGE, LEEDS,

January, 1902.

PART I.

METHOD.

"Attention directed towards an end produces method." *Guyau.*

"Not every way that leads to the desired end is expedient, but only that one which attains the end by the easiest way, and that most suited to the nature of the scholar." *Lange.*

"All instruction should graft the most essential parts of its subject firmly into the very being of the human mind; then join on the less essential gradually, but uninterruptedly, to the most essential, and maintain all the parts of the subject, even to the outermost, in one living, proportionate whole." *Pestalozzi.*

"The main duty of instruction is to give to the mind a framework whereon to group the facts and ideas given us in the sequel by reading and experience." *Guyau.*

"An enormous mass of materials is not instructive to the learner but discouraging." *Seneca.*

"When we wish to make young people learn too many subjects, and even these too rapidly, we are overtasking their will and intellect, and we are giving them no leisure for reflection to grasp what they have done, or to prepare for fresh conquests." *Fouillée.*

"Erudition is . . . one of the enemies of real knowledge. And by erudition I mean the knowledge . . . of an ever-accumulating host of details in which the mind is exhausted and lost." *Guyau.*

"Facts and ideas have a real and useful influence over the mind only when the mind systematizes and co-ordinates them with other facts and ideas as they are produced." *Guyau.*

I.—As determined by the Purpose of the Lesson.

- (a) Is the purpose of value to the pupils; if so, in what ways?
- (b) Is the presentation of matter so determined by the purpose of the lesson that
 - (i.) nothing essential is omitted?
 - (ii.) nothing is included which does not aid the development of the lesson?
 - (iii.) parts are emphasized in proportion to their relative importance?
- (c) Is the division into sections such that the purpose is attained with progressive clearness and completeness?

II.—As determined by the Class.

- (a) Is the matter of the lesson
 - (i.) suitable to the pupils? If so, in what ways?
 - (ii.) interesting? If so, is the interest likely to remain with the pupils?
 - (iii.) of such quantity that
 - (1) all the time is well employed?
 - (2) hurry is avoided?
- (b) Is the purpose of the lesson
 - (i.) clearly grasped by the pupils at the beginning?
 - (ii.) kept in view throughout both by teacher and by pupils?
 - (iii.) so indicated and kept in view by the teacher as to call forth and to direct continuous mental effort in the pupils?
- (c) Does the new process of learning start with a clear and sufficient recall of previous knowledge so arranged as to lead directly to the line of thought required?
- (d) Is the presentation adapted to the stage of development of the class in knowledge and thinking power
 - (i.) in its order, as combining induction and deduction?
 - (ii.) in the complexity of the relations it sets forth?
- (e) Are the pupils aided in thinking the new matter by apt comparisons and contrasts?
In these
 - (i.) is the reference to the most suggestive matter?
 - (ii.) is the object used for comparison more familiar than the new matter?
 - (iii.) are the points of likeness and unlikeness considered in the order of their relation to the purpose of the presentation?
 - (iv.) are all necessary points of likeness and unlikeness dealt with?
- (f) Do the pupils consciously find rational relations between new knowledge as it is presented and previous knowledge then recalled?
- (g) Is the division into sections
 - (i.) intelligible and helpful to the pupils?
 - (ii.) so arranged as to aid the complete and systematic apprehension of the subject-matter?
- (h) Is each section so revised that thoroughness of knowledge is secured and thought is carried forwards?
- (i) In systematizing the knowledge acquired
 - (i.) is the form of systematization suited to the lesson?
 - (ii.) if a generalization is reached, is it
 - (1) really arrived at by the pupils?
 - (2) a just outcome of the lesson?
 - (3) clear and exact in conception and expression?
 - (iii.) if the lesson is recapitulated,
 - (1) is the mode of recapitulation adapted to the main purpose of the lesson?
 - (2) are the important points logically related?
 - (3) is there due subordination of detail?
 - (4) is the result a clear, connected, and accurate system of knowledge? If not, why not?
- (j) In showing the practical value of new ideas, are applications
 - (i.) suggested by pupils?
 - (ii.) sufficient in number and variety?
 - (iii.) fruitful in suggestion?

III.—As determined by the Subject-Matter of the Lesson.

- (a) Is the matter accurate
 - (i.) in general impression given?
 - (ii.) in detail?
- (b) Are all the inferences drawn the logical outcome of the matter presented?
- (c) Does the presentation bring out the culture value of the matter presented, i.e., the realization in it of ideals of truth, beauty, and goodness?

In Lessons of Construction.

- (a) Is the model a suitable one
 - (i.) in giving knowledge of nature or art?
 - (ii.) in relation to the pupils' interests?
 - (iii.) in its form, as either
 - (1) presented to sense?
 - (2) presented in memory?
 - (3) presented by constructive imagination?
- (b) Is the analysis of the model
 - (i.) a systematic development of relations of whole and parts?
 - (ii.) thorough?
 - (iii.) made by the pupils with the minimum of guidance by the teacher?
 - (iv.) economical of time?
- (c) Is the construction done by each pupil independently?
- (d) Is the comparison of copy with model and consequent correction of faults
 - (i.) a real activity of the pupils?
 - (ii.) helped by the teacher's suggestions?
 - (iii.) systematic and thorough?

MODALITY or PROCEDURE.

"Mind must touch mind." *Thring.*

"The teacher can no more think for his pupil than he can walk, sleep, or digest for him." *Payne.*

"The great thing to be educated is self-teaching." *Rousseau.*

"The teacher's part in the process of instruction is that of guide, director, or superintendent of the operations by which the pupil teaches himself." *Payne.*

"That manner is the best which provides the greatest amount of freedom within the circle which the work in question makes it necessary to preserve. For the rest, let it only put the teacher as well as the taught at their ease." *Herbart.*

I.—General Character.

- (a) Is the lesson a co-operative movement of thought between teacher and pupils?
- (b) Is the mode of presentation appropriate and sufficiently varied in relation to
 - (i.) the pupils?
 - (ii.) the subject?
- (c) Are
 - (i.) conversation,
 - (ii.) developing interrogation,
 - (iii.) direct exposition,
 - (iv.) explanation,
 - (v.) illustration,
 - (vi.) testing questions,
 - (vii.) summarizing on blackboard,used in due proportion?
- (d) Is there unnecessary repetition of statements, questions, or answers?
- (e) Are the revisions of sections clearly expressed and the result of the pupils' thought?
- (f) Is the final recapitulation
 - (i.) done by the pupils?
 - (ii.) evidence by its arrangement and by the fulness, clearness, and precision of its expression of thorough understanding and assimilation?

II.—Interrogation.

(a) Form of Questions.

- Are the questions
 - (i.) clear?
 - (ii.) definite?
 - (iii.) each confined to one point?
 - (iv.) brief as possible?
 - (v.) simply and grammatically expressed?
 - (vi.) suggestive?
 - (vii.) not containing answer?
 - (viii.) not alternative?
 - (ix.) not repeated in same or different words?
 - (x.) put with deliberation, yet readily and brightly?

Developing Interrogation.

(a) Are the questions

- (i.) in correct sequence, keeping to the point, and each springing out of preceding answers?
- (ii.) seen by the pupils to carry forward the solution of the problem?
- (iii.) adapted in difficulty to powers of pupils?
- (iv.) stimulating to full activity of thought?
- (v.) such as require complete statements as answers?
- (vi.) given at a rate allowing pupils sufficient time (and no more) for thinking out the answers?
- (vii.) skilfully adapted to lead to the correction of answers so far as they are wrong, and to the completion of incomplete answers?

(c) Testing Questions.

(a) Are these

- (i.) confined to knowledge imparted?
- (ii.) directed to the most important points?
- (iii.) calculated to impress and systematize knowledge?
- (iv.) such as require full and complete answers?
- (v.) briskly given?

(d) Answers.

- (i.) Are answers so required as to secure the full co-operation of *all* the pupils?
- (ii.) Is attention paid to
 - (1) accuracy and completeness of thought?
 - (2) clear expression of thought?
 - (3) the grammatical structure of the answers?
 - (4) the tone of voice and pronunciation in which they are given?
- (iii.) Are answers unsatisfactory in thought or expression fruitfully and tactfully treated?
- (iv.) Are corrections so made as to avoid diverting interest or interrupting train of thought?

III.—Exposition and Explanation.

(a) Is direct narrative used when, and only when, the subject matter requires it?

(b) Is it

- (i.) attractive?
- (ii.) clear?
- (iii.) connected?
- (iv.) justly proportioned in emphasis to importance of points?

(c) When explanation is given is it

- (i.) necessary?
- (ii.) true and to the point?
- (iii.) sufficient?
- (iv.) brief as is consistent with clearness and fulness?
- (v.) clear to the pupils what point is being explained?
- (vi.) related to what the pupils know?
- (vii.) a clear setting forth of the relations of facts or ideas?

IV.—Illustrations.

(a) Quality.

1. Do the pupils clearly apprehend what is being illustrated
2. Do the illustrations used
 - (i.) really throw light on the pupils' difficulties?
 - (ii.) appeal to the simple and familiar?
 - (iii.) fix knowledge?
 - (iv.) excite and maintain interest?
3. Are they
 - (i.) the most appropriate and striking?
 - (ii.) true in analogy?
 - (iii.) the most precise possible?

(b) Number.

Are (i.) any unnecessary?
(ii.) they used whenever advisable?

(c) Use.

- (i.) Are they used in the most effective way?
- (ii.) Are they dwelt on long enough to make the point clear, but no longer?
- (iii.) Are they introduced at the right moments?
- (iv.) Do they avoid diverting attention from the point they should illustrate to themselves as independent facts?

V.—Experiments.

- (a) Are they logically suited to suggest the desired hypothesis or to verify a hypothesis already suggested?
- (b) Are they adapted to the knowledge and power of inference of the class?
- (c) Are the pupils encouraged to suggest experiments to solve the problem before them?
- (d) Are the purpose and conditions of each experiment, whether suggested by a pupil or by the teacher, clearly apprehended by all the pupils?
- (e) Are the pupils required to examine the apparatus so as to see how it is adapted to secure the desired conditions?

- (f) Is each experiment performed deliberately, neatly, quickly, and successfully?
- (g) Is the attention of the class governed by the aim of the experiment or diverted to the mere mechanical working?
- (h) Is the inference drawn from each experiment
 - (i.) justified in its scope and definiteness by that experiment?
 - (ii.) the unprompted suggestion of the pupils?
 - (iii.) arrived at by a satisfactory number of the pupils?

VI.—Use of Blackboard.

- (a) Are B.B. and apparatus in convenient positions?
- (b) Is the B.B. well and sufficiently used for illustrative diagrams and sketches?
- (c) Is the B.B. summary of the lesson
 - (i.) necessary?
 - (ii.) connected?
 - (iii.) clear, brief, and pithy?
 - (iv.) well arranged?
 - (v.) drawn from the pupils?
 - (vi.) obtained at the right places in the lesson?
 - (vii.) well used?
- (d) Is the teacher's writing
 - (i.) legible?
 - (ii.) of convenient size?
 - (iii.) rapid?
 - (iv.) good?
- (e) Is the class well employed whilst the teacher writes on the B.B.?

RELATION OF TEACHER AND CLASS.

“Thou wilt catch more flies with a spoonful of honey than with a cask of vinegar.” *Arabic Proverb.*

“We should be artists in the souls of children.” *Widgery.*

“The work of the teacher is two-fold, producing thought and training it.” *Thring.*

“To be wearisome is the cardinal sin of instruction.” *Herbart.*

“The cultivation of the attention is the secret of all intellectual training.” *Guyau.*

“It is useless pumping on a kettle with the lid on.” *Thring.*

“The aim of instruction is *not* the production of a many-sided knowledge, but of a many-sided interest.” *Rein.*

“The true object of intellectual education is to instil, with the least possible expenditure of energy, the greatest number of generous and fruitful ideas.” *Guyau.*

I.—The Teacher.

- (a) Is the teacher in touch with the whole class, so as to
 - (i.) establish moral and intellectual sympathy?
 - (ii.) guide the thoughts of the pupils?
 - (iii.) encourage the pupils to express their thoughts and state their difficulties freely?
 - (iv.) evoke willing effort?
 - (v.) see when explanation or illustration is desirable?
- (b) Does the teacher show tact and power in dealing with
 - (i.) faults in behaviour?
 - (ii.) wandering attention?
 - (iii.) failure to understand?
 - (iv.) mistakes?
- (c) Is the teacher's manner
 - (i.) sympathetic?
 - (ii.) encouraging?
 - (iii.) pleasant?
 - (iv.) self-possessed?
 - (v.) suggestive of power to attain purpose?
 - (vi.) alert?
 - (vii.) devoid of monotony and awkwardness?
- (d) Is the teacher's language
 - (i.) adapted to the stage of culture of the class?
 - (ii.) clear?
 - (iii.) graphic?
 - (iv.) fluent?
 - (v.) restrained?
 - (vi.) accurate and well chosen?
 - (vii.) correct in pronunciation?
 - (viii.) grammatical in structure?
- (e) Is the teacher's articulation
 - (i.) clear?
 - (ii.) distinct?

And his tone of voice
(i.) natural ?
(ii.) pleasant ?
(iii.) well modulated ?
(iv.) of suitable pitch and loudness ?

(f) Does the teacher stand
(i.) in natural and graceful attitude ?
(ii.) at convenient distance from class to see all that goes on ?

(g) Is the teacher's knowledge
(i.) abundant ?
(ii.) systematic ?
(iii.) recent and fresh ?
(iv.) easily available ?

(h) Has the teacher
(i.) avoided faults pointed out in previous criticisms ?
(ii.) shown general improvement in teaching and power of managing a class ?

II.—The Class.

(a) Mental Training.

Are the pupils
(i.) directly interested in lesson ?
(ii.) willingly attentive ?
(iii.) eager to co-operate ?
(iv.) encouraged to put forth their full powers ?
(v.) orderly, and if so, why ?

(b) Mental Culture.

(i.) What proportion of new knowledge presented in lesson is
(1) thoroughly grasped and clearly apprehended in its true relations ?
(2) merely retained by a mechanical act of memory ?
(ii.) Are the pupils likely to take *further* interest in the subject of the lesson ?

III.—General Result.

(a) How far was success attained, if at all, and to what was it due ?
(b) To what is failure, if any, to be attributed ?



PART II.



CRITICISM AND SUGGESTIONS.**METHOD:**

Consider

1. RELATIVE TO PURPOSE—

Value
Dominance

2. RELATIVE TO CLASS—

Suitability
Statement of Aim
Starting-point
References to Old Knowledge
Sections and Revisions
Systematization
Applications

3. RELATIVE TO SUBJECT-MATTER—

Accuracy
Culture Value*In Lessons of Construction—*

Consider

Model
Analysis
Construction
Correction**MODALITY OR PROCEDURE:**

Consider

1. GENERAL CHARACTER

2. QUESTIONS—

Form
Sequence
Value

3. EXPOSITION—

Narrative
Explanations

4. ILLUSTRATIONS —

Quality
Number
Use

5. EXPERIMENTS—

Character
Working
Results

6. USE OF B.B.—

Sketches
Summary
Writing**RELATION OF TEACHER AND CLASS:**

Consider

1. TEACHER—

Sympathy
Tact
Power
Manner
Language
Tone
Position
Knowledge
Improvement

2. CLASS

Attention
Activity
Order
Benefit

3. CAUSES OF

Success
Failure

TEACHER,.....

Date,.....

CRITICISM AND SUGGESTIONS.

TEACHER'S OUTLINE OF LESSON.

GENERAL RESULT OF DISCUSSION.

INDEX.

No.	SUBJECT OF LESSONS.	Class.	No.	SUBJECT OF LESSONS.	Class.
1			26		
2			27		
3			28		
4			29		
5			30		
6			31		
7			32		
8			33		
9			34		
10			35		
11			36		
12			37		
13			38		
14			39		
15			40		
16			41		
17			42		
18			43		
19			44		
20			45		
21			46		
22			47		
23			48		
24			49		
25			50		

INDEX *contd.*

No.	SUBJECT OF LESSONS.	Class.	No.	SUBJECT OF LESSONS.	Class.
51			76		
52			77		
53			78		
54			79		
55			80		
56			81		
57			82		
58			83		
59			84		
60			85		
61			86		
62			87		
63			88		
64			89		
65			90		
66			91		
67			92		
68			93		
69			94		
70			95		
71			96		
72			97		
73			98		
74			99		
75			100		

UNIVERSITY OF ILLINOIS-URBANA



3 0112 066372373